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ABSTRACT

This is a condensed version of a report of a survey of secondary history courses and teachers in Iowa. The survey was undertaken as an initial step toward understanding and improving Iowa history instruction. Data was gathered from the Department of Public Instruction. Questionnaires were sent to every superintendent and to every high school teacher responsible for one or more courses in history. Other reports and studies were also examined and high schools visited. Forty six and five tenths percent of the teachers and 75 percent of the superintendents answered and returned the questionnaires. Findings include the following. Although Iowa high schools are required by state law to offer courses on the cultures of other peoples and nations, they do not offer enough of these courses and do not produce students who adequately understand Western Civilization. What is taught and how well depends directly upon the individual teachers. Eighty seven percent of Iowa teachers are male. One reason for this may be the close relationship between history and coaching athletics. This relationship is analyzed in the report. Current regulations and practices in teacher certification are then examined. In 1977-78, 36 percent of the teachers had only an "all social studies" approval for teaching. Included among the report's recommendations are the following. One year of world history should become a state-mandated, high school curricular requirement. A review of the variety of ways in which the state requirement for U.S. history is met should be undertaken. Superintendents and local school boards should reevaluate their hiring practices and cease to consider the ability to coach a sport the most important criterion in the hiring of a teacher. A major study of the role of athletics in Iowa high schools should be undertaken. An organization of teachers of history in Iowa should be created. (Author/RM)

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THE TEACHING OF HISTORY IN THE
PUBLIC HIGH SCHOOLS OF IOWA

(Condensed version)

February, 1980

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PART ONE: ORIGIN AND NATURE OF THE STUDY

This study is a response to current concerns about and debates over the teaching of history at the high-school level. Nationwide, in the past two decades three kinds of changes have occurred in high school curricula: proliferation of new courses, especially in sociology, economics and psychology; decline in the number of required and elective courses in World History; and loss of common content for courses, whether American or World History. So powerful have these changes been that, many would argue, teaching of history has experienced serious decline in high schools throughout the country, including Iowa, as indicated by diminishing enrollments, by elimination of some required courses, and by changed content of traditional history courses. The place of history in the curriculum, appropriate qualifications for high school teachers of history, the variety of teaching assignments in the Social Studies, and non-teaching responsibilities are also considered in this report.

Working under a professional development grant from the University House of the University of Iowa, the writers of this report undertook, as an initial step toward understanding and improving historical instruction in Iowa, an extended survey of history courses and teachers, grades 9 to 12. (NOTE: All references to "teachers" in this report means this group of history teachers.) Though interpretations of our findings will differ, we believe that the results warrant some specific recommendations to appropriate state and local bodies; see pages 15 and 16.

We were interested, first, in the number and variety of required and elective courses; second, in the qualifications demanded of teachers by state certification and local hiring practices; third, in other academic and non-academic responsibilities of teachers; and fourth, in the relation of history courses to the larger curriculum in social studies.

We used data from several sources. The Department of Public Instruction (DPI) generously provided detailed information on course offerings in all Iowa high schools for 1973-74 and 1977-78, as well as on all teachers of history for 1977-78. To supplement the DPI data we designed and administered two questionnaires, one sent to every superintendent and the other to every high school teacher responsible for one or more courses in history. 673 teachers (of 1446, or 46.5%) and 334 superintendents (of 447, or 75%) answered and returned questionnaires.

We also examined reports of North Central Association evaluation teams, visited some high schools ourselves, consulted studies made in other states, and received substantial assistance from several high school teachers and administrators who served as consultants. Though our recommendations based on these materials may well have relevance for other disciplines, we have carefully limited investigations and proposals to the field of history.

PART TWO: THE HISTORY CURRICULUM

Important patterns emerge from curricular data collected by the DPI and our questionnaires. These patterns reflect the status of World and American History in the curriculum; they also tell us how teachers and superintendents perceive the curriculum. Superintendents, especially, see non-curricular considerations as affecting the teaching of history.

Section I: The History Curriculum According to the DPI Data

Requirements for a year of American History and a semester of American Government set the basic history and social studies curriculum. In 1977-78, 39,031 students took the one-year American History I course, while 25,984 students enrolled in a number of alternative one-year courses in American History courses that met state requirements. In that year 39,878 students enrolled in American Government courses, mostly one-semester. By comparison, only 12,048 enrolled in Economics I and 13,726 in Sociology.

As for World History, the DPI data for 1977-78 show 15,828 students enrolled in normally one-year courses, down from the 18,564 enrolled in 1973-74. Further, 6,317 students enrolled in "other" World History courses in 1977-78, a slight increase from 5,636 in 1973-74. Students take World History as a result of local, not state, requirements, so that decreased enrolments since 1973-74 reflect the dropping of local requirements.

A. World History

Declining enrolments in Iowa correspond with national trends, which also indicate dropping of local requirements and increase of elective courses in other social studies. Note, however, that the number electing courses in "world culture" has not increased since 1973; enrolment has declined in these courses as well. Students must somehow learn to encounter of interdependent world whose international, third-world and non-western dimensions increasingly shape individual and national futures. Yet, Iowa high schools de-emphasize the importance of that world in the history curriculum.

To evaluate the role of World History in the curriculum poses real problems, however, because the content of courses within that rubric vary greatly from district to district. Some emphasize the period since 1800, others stress the pre-modern era. One begins with Genesis, skips to the Reformation, on to the Industrial Revolution, to a study of Japan in the late 19th century and then emphasizes the 20th century. Existing World History courses do tend to be more Western than non-Western and more modern (post-1800) than pre-modern. Whatever their content, these World History courses appear to be almost the only introduction which high school students have to

the history and culture of other peoples and nations. In 1977-78 fewer than 1% of Iowa high school students enrolled in any courses offered in Asian, African, Latin American, and Russian History.

Special courses of this latter sort cannot and should not displace well-constructed courses in World History. In smaller districts with few teachers (averaging 1.5 to 4.0 in Size I to Size V districts), no staff exists to offer specialized courses (see Table II). In the larger districts with adequate staff such special courses have not replaced World History courses being dropped, so that larger districts often provide less opportunity to study other cultures than do smaller districts.

Courses in World History should help students to understand the distant roots of their own civilization and to be aware of the importance of other cultures. Both goals are of paramount importance, and well-constructed courses in World History are the most appropriate means to achieve these ends. (See page 15 for recommendations.)

B. American History

Though they are central offerings in the curriculum--in 1977-78, 39,031 enrolled in American History I and 25,984 in other American courses--the content of required and elective courses in American History cannot be determined from the DPI data. The state does not set guidelines on content, and the DPI approves a great variety of courses to fulfill the requirement. Questionnaire responses show that 80 percent of teachers of required American History courses design their own course, that most emphasize the period since 1900 (perhaps because Junior High courses tend to stress the earlier periods), and that most use a textbook and stress political history. Very few teachers try to integrate women's, Black, and local or state history into their courses.

Their diversity makes the assessment of American History courses difficult. In some cases the requirement of a one-year course seems far too loosely interpreted, so that students acquire little or no sense of the pre-1865 period and insufficient study of intellectual, social and economic trends in American history. With few guidelines on scope and nature of courses, local non-curricular pressures can decisively affect the curriculum. Nevertheless, we do not want the DPI or any other state agency to set precise guidelines on course content; that should be done by the teachers themselves in consultation with colleagues in colleges and universities. (See page 15.)

Section II: The Curriculum as Perceived by Teachers and Superintendents (See Table I.)

Comparing the responses of teachers and superintendents to our questionnaire provides insights into their perceptions of the curriculum and of various local pressures affecting it. For example, 95% of the teachers and 88% of superintendents consider

history (as distinct from other social sciences) an essential element in any high-school curriculum. 93% of teachers and 96% of superintendents believe that all students should take a one-year course in American History (i.e., they agree with the state requirement). But large variances appear when World History is considered. 74% of the teachers believe students should take a course in World History, while only 54% of the superintendents do--which may help to explain the decreasing emphasis on World History. Superintendents' views of curriculum and the role of World History reflect various local, non-curricular pressures which deserve special notice.

A. Superintendents

Most superintendents prefer to hire teachers with broad undergraduate preparation in social studies rather than those with undergraduate majors in history. 82% of them (as against 51% of teachers) prefer individuals certified in "All Social Studies" rather than in one of the approved areas of history. Only 35% of Iowa's school districts require teachers to have an undergraduate major in history. These preferences have clear curricular implications. For example, 58% of the superintendents say that the need to fill coaching positions sometimes (some say frequently) results in appointment of history and social studies teachers who are less competent in their subject area than non-coaching candidates for the same position. The problems created by declining enrolments, staff reductions, a decreasing tax base, and local pressure to field successful athletic teams--all these affect superintendents' attitudes, which must be seen as crucial in understanding the changing fortunes of history in Iowa's high schools.

B. Teachers

Of teachers who answered the questionnaire, 70% teach non-history courses, and a majority have "All Social Studies" certification. Teachers with graduate work in history generally perceive World History as a more important part of the curriculum than do those without graduate training; they also are more favorable to offering electives in Asian, African, Russian, and Latin American history.

Only 54% of these teachers want to continue teaching history; this low figure suggests poor morale and testifies to the many demands placed upon them--demands which affect the curriculum directly. The great majority teach at least five classes a day and then have many non-teaching responsibilities, chiefly coaching. One reads the questionnaire responses with a good deal of sympathy for individuals, including the teacher-coaches, who have a serious, professional interest in teaching history, but are caught up in a system of demands and pressures which gives no priority to

teaching and fails to reward excellence in it. Many who teach history are neither hired for that purpose nor expected to give it their chief attention. Also, many have not been adequately prepared by their colleges and universities, nor are they properly certified and approved by the DPI to teach history.

Summary of Part II.

Our high schools do not offer enough courses in the cultures of other peoples and nations--which they are required to do by state law--nor do they, especially the larger ones, produce students who adequately understand Western Civilization. What is taught in the schools and how well depends directly upon the individual teachers hired by each school district and the varied demands upon their time and energy. No curricular policy can succeed in improving the teaching of history without careful concern for preparing, hiring, assigning and rewarding of teachers.

PART III: PROFILE OF THE IOWA HIGH SCHOOL HISTORY TEACHER

Overwhelmingly, Iowa history teachers are male--87% of them; also, their average age is significantly lower than for female teachers in all save the largest districts. More than two-thirds (70%) of the teachers also offer other subjects, chiefly government, sociology and economics; 55% teach no history other than American. The "typical" teacher, according to our survey, has five courses a day with from 15 to 25 students per class, and is required to prepare two or three different courses each day. (See table II.)

DPI data for all history teachers show that only 41% have undergraduate majors in history. 44% of them majored in either physical education (20%) or "social science" (24%). Although nearly 70% of the teachers who answered our questionnaire believe a history major desirable, 53% of the superintendents say that in hiring history teachers they seek candidates with broad preparation in social studies.

Institutions which prepare history teachers often place little emphasis on the history major; examples are Buena Vista, Northeast Missouri State and Northwest Missouri State. Fewer than a third of the graduates of these institutions who now teach history in Iowa have undergraduate majors in history. Many colleges and universities provide future teachers only with broad-based study in several social sciences. Only one-half of the University of Northern Iowa graduates teaching history classes in Size 1 and Size 6 districts have undergraduate majors in history. Weak undergraduate work in history might be overcome by post-graduate study, but few take that path, especially in smaller districts. Only 5% of teachers in the smallest districts have advanced degrees in history, as compared to 28% in the largest. Teachers in the largest districts are more likely to have advanced degrees in history, then, to have more teaching

experience and fewer course preparations, are less likely to be coaches, and more likely to have opportunity for professional contact with other history teachers.

Section I: The Teacher-Coach

As noted above, one reason for predominance of males in history teaching may be the close relationship between history and coaching athletics. In 1977-78 almost 40% of all history teachers coached a sport (DPI data). 57% of respondents to our questionnaire identified themselves as coaches, and all but two of them are male.

In all except the largest districts, a close relationship exists between coaching and teaching history, though conditions vary greatly from district to district. These variations reflect local hiring and assignment policies. For instance, in 1977-78 only one in ten coached in Size 6 district of Pleasant Valley and one in seven in Atlantic, whereas six of seven coached in the College Community district and four of seven in Mount Pleasant, Harlan and Independence.

Our study confirms the view that teaching history and coaching are intimately linked. No part of the questionnaire received stronger reaction than that on coaching. Comments ranged from defense of coaching as an important part of good teaching to the charge that combining teaching with coaching is the most debilitating feature for historical instruction. 58% of superintendents who responded indicate that need to fill coaching positions sometimes results in appointing teachers less competent in their subject areas than non-coaches vying for the same position; they further say that such situations occur frequently. 85% of the teacher-coaches who responded noted that coaching was required by their contract when they were hired. 24% of superintendents and 38% of teachers think that ability to coach plays a larger role in hiring history teachers than in hiring teachers in other disciplines. Only 28% of those who coach favor separating coaching from teaching, whereas 53% of the non-coaches favor such a separation.

Teacher-coaches place less value on having a major in history as a requirement for teaching the subject than do their non-coaching colleagues, and they are more opposed to certification in specific areas of history. Yet, surprisingly, 48% of the coaches have an "All Social Studies" approval compared to 68% of non-coaches having such approval. More coaches than non-coaches have approvals in the three specifically "history" approval areas: 11% more of them have approval in World History, for example. Coaches indicate less post-graduate work in general, and specifically in history than do their non-coaching peers, though the two groups are similar with respect to having post-graduate work in educational administration. Finally, slightly more of the coaches expect and desire to move into non-teaching areas of education.

Section II: Analysis of the Coaching-Teaching Relationship

We certainly think that good classroom teaching and good coaching are compatible, though reconciling the two functions may pose severe difficulties. For example, what constitutes a good coach? Too often, it seems, a good coach is one having a favorable win-loss record, and rewards almost always accompany the coaching rather than the teaching record. Success on the playing field rather than excellence in the classroom becomes the key to mobility in the profession. This seems particularly true of football, basketball and wrestling, which require more time and energy than do "minor" sports. When success or failure in coaching overshadows performance in the classroom, teaching and coaching cease to be compatible.

Interscholastic athletics have become entrenched in Iowa high schools. The need for coaches in a wide variety of sports exercises a formidable influence on hiring teachers and therefore on historical instruction. New programs in women's sports add to that need. Even teachers who wish not to coach find themselves under pressure from administrators to fill coaching positions. Public influence--exercised through local boards of education, booster clubs, communications media and the like--encourages hiring and rewarding of coaches who also teach, to the detriment of teachers better prepared in their subject matter who have little interest in coaching. The ability and willingness to coach a sport are rapidly becoming essential qualifications for anyone who wishes to teach history in the high schools.

We do not at all deny the need to train bodies as well as minds. Yet, the wholesale commitment to interscholastic athletics which pervades our schools has had a deleterious effect on all areas of high-school life, not only on instruction in history. We cannot emphasize enough our concern about a climate of opinion that promotes a disproportionately large role for athletics in the schools.

We can expect no reduction in the extent of coaching responsibilities demanded of teachers. Especially in the smaller districts, constraints of staff size and programs will require even more dual responsibilities as enrolments decline in the next decade. The superintendents and others responsible for hiring are the key to determining the relationship between coaching and teaching, since state certification requirements, NCA standards and the like provide at best minimal restraints. Local procedures and standards for hiring and assignment must assure the procurement of first-rate teachers who are also (but secondarily) competent coaches.

Difficulties stemming from combining coaching with teaching history can be remedied without rules banning such combination. Teacher education programs ought to be sufficiently demanding that persons mainly interested in coaching cannot "slide by" with minimum preparation in "easy" courses. Colleges and universities should be far more discriminating in certifying teachers. If programs of certification were

tightened up, history certification would not provide an easy route to a coaching position. (See page 11 for full recommendations.)

Section III: Teacher Certification

A. Current Regulations and Practices

Iowa requires all teachers in its high schools to be approved for teaching in designated subject areas. The DPI establishes the subject areas and sets minimum standards which all who wish to teach must meet. Also, each college and university which obtains DPI approval for programs leading to certification establishes its own program within the minimal-standard guidelines set by the DPI. Thus, each institution may set more specific requirements for its students. This arrangement cannot guarantee that standards set by Iowa colleges and universities are met by all Iowa teachers, many of whom receive degrees from institutions outside the state (see Table I), and whose transcripts are evaluated directly by the DPI. Furthermore, teachers or prospective teachers may earn credits from colleges and universities in Iowa and elsewhere without being formally enrolled in teacher-education programs. They also submit their records to the DPI in order to obtain appropriate teaching approvals.

At present (since 1976) secondary teachers may qualify to teach history by receiving approval in any of four areas.

1. All Social Studies: "...a composite major in social studies...to include 12 semester hours each in history, sociology, government, economics, and at least one course in geography, or completion of a major in one of the social sciences and nine semester hours in each of three other social sciences to include at least one course in geography." Approval in this area permits teaching any course in the social studies curriculum. (See IV, C, below, for analysis of this guideline.)
2. American History: "...20 hours in American History, or, ...24 semester hours in the broad area of social science to include 12 semester hours in American History."
3. World History: "...20 semester hours in World History, or, ...24 semester hours in the broad area of social science to include 12 semester hours in World History."
4. History (American-World): "...24 semester hours in social studies to include eighteen (18) hours in history with an equal distribution in American and World History."

Two hundred and forty seven Iowa high schools are certified by the North Central Association, which sets its own standards for teacher preparation. For example, a social studies teacher must have

twenty-four semester hours in the field of social studies, appropriately distributed in the subjects to which the teacher is assigned. Teachers of highly specialized elective subjects shall have had training and/or experience sufficient to qualify them for assignment to teach such specialized electives, subject to the approval of the State Committee.

The Iowa NCA Committee requires a minimum of eight semester hours for each subject taught, as American or World History. In "highly specialized elective subjects," such as Russian History, NCA requires a minimum of five semester hours of training. These standards are enforced by examining college transcripts of all teachers, and each accredited school must submit annual reports identifying teachers of specific subjects.

B. Information About Teacher Certification from the DPI and the Questionnaires

DPI statistics for 1977-78 show that 36% of the teachers had only an "All Social Studies" approval for teaching. Nearly half of those who teach American History lack approval for that specific subject area (see Table II). Respondents had been approved as follows: 57% in All Social Studies; 50% in American History; 45% in World History; 31% in History (American-World). The total exceeds 100% because teachers may obtain approval in more than one category. Since history is officially considered a social study, the category "All Social Studies" includes approval to teach history, even though, as noted above, guidelines for this subject area may not assure a minimum preparation in history.

C. Analysis of Teacher Certification Guidelines

State standards for teacher certification in history, as revised in 1976, tend to be confusing. For example, the rules for approval in "All Social Studies," option two, requires "completion of a major in one of the social sciences and nine semester hours in each of three other social sciences. . . ." Does "social science" here refer only to the four disciplines--history, sociology, government and economics--listed in the first half of the requirements? In fact, option two seems to make it possible to major in any one of the four listed social sciences and to select work in three others, while taking no work in history; thus, one could be certified to teach "All Social Studies," including history, in Iowa. Such a person could not teach in a school accredited by the North Central Association, and requirements set by many colleges and universities in Iowa would not permit such a person to be certified. History is not interchangeable with sociology, nor economics, nor political science, nor anthropology. To believe that history can be properly taught by a person who has had no college-level training in that discipline is simply unrealistic. If the state wishes to certify someone as trained to teach history, it must insist upon adequate training in the subject matter. (See p.11 for specific recommendations.)

PART IV: SUMMER INSTITUTES IN AMERICAN AND WORLD HISTORY

We believe that the establishment of annual institutes--organized and offered by leading colleges and universities in Iowa--would do much to strengthen and improve the teaching of American and World History in the high schools. These institutes would

bring together high school teachers and experts in fields of American, European, Asian, African and Latin American History, so that teachers would be kept abreast of developments in their teaching areas. Though designed to improve and enrich academic backgrounds of high school teachers, the institutes would allow college and university teachers to learn more about conditions affecting high-school teaching and thereby help them in preparing future teachers.

Funding is now being sought for a pilot project of about three weeks, to involve some twenty teachers whose expenses would be paid and who would, of course, receive academic credit for work in World History. If possible, the program would later be enlarged and diversified to include American History and the others already noted.

PART V: THE NEED FOR AN ORGANIZATION OF TEACHERS OF HISTORY IN IOWA

At present Iowa has no organization committed to promoting and strengthening history at all educational levels, and hence no forum in which high school and college teachers can gather to exchange ideas and undertake joint action in their common interest. However, 68% of the respondents to our questionnaire indicate willingness to join and support such a group, and many college instructors have voiced an interest, as well.

Such an organization could cooperate with the DPI in setting and maintaining standards. The need is great, for the Iowa Council for the Social Studies has not responded to DPI requests for guidelines on instruction in history, and the Iowa Association of College Teachers of History has resisted efforts to make it a formal lobbying or advisory body. Lack of such an organization may also be partially responsible for deficiencies in the state's in-service training and continuing education programs. Responses to our questionnaire indicate strong dissatisfaction with existing programs. Asked to consider ways of strengthening historical instruction, teachers ranked "better programs in continuing education" first among eight reforms listed as examples.

For a variety of reasons, we believe that an entirely new organization (rather than attempting to alter some existing group) would be more likely to bridge the gap that now exists between high school and college constituencies. (see page 12 for recommendation.)

PART VI: RECOMMENDATIONS

1. We recommend that one year of World History become a state-mandated, high school curricular requirement.
2. Those who teach American history in the high schools, colleges, and universities of the state should undertake a review of the variety of ways in which the state requirement is met.

3. We recommend that superintendents and local school boards reevaluate their hiring practices and cease to consider the ability to coach a sport the most important criterion in the hiring of a teacher if such is now the case. Superintendents and local school boards should take the lead in resisting pressures to fund and field large-scale interscholastic athletic programs. A local school district ought never to search first for an individual who can coach a particular sport and then try to find a position for that person on the teaching faculty.

We also recommend that the Department of Public Instruction commission a major study of the role of athletics in Iowa high schools, this study to examine the influence of athletics not only on historical instruction but on all areas of education. The study should be undertaken by state and local educators, who should take the lead in informing themselves and the general public about the role of athletics in our schools.

4. We recommend that persons and boards responsible for hiring practices at the local level use the present surplus of teachers to improve their history faculties by 1) requiring a high level of competence in subject matter and 2) assuring that good teaching receives at least as much incentive as does good coaching.
5. We recommend that the following descriptions of approval areas under which secondary school teachers might qualify to teach history:
- a) The "All Social Studies" approval category should read: "Completion of twelve semester hours in American History, twelve semester hours in World History, twelve semester hours in Government, and twelve semester hours in other social sciences." Unlike the present description, the recommended one would recognize: (1) that American History, World History, and American Government--as a result of state and local requirements--occupy the center of the curriculum in the social studies in Iowa high schools; (2) that competence in sociology, economics, or another social science is not the same as competence in history; and (3) that there is a sufficient difference in preparation--with respect at least to geographical, chronological, and cultural scope--between American History and World History to warrant treating them separately.
 - b) The "American History" approval category should read: "Completion of twenty semester hours in American History."
 - c) The "World History" approval category should read: "Completion of twenty semester hours in World History."
 - d) The "history (American-World)" category should read: "Completion of twelve semester hours in American History and twelve semester hours in World History."

The changes embodied in b, c, and d reflect our view that history and other disciplines in the social sciences are not interchangeable.

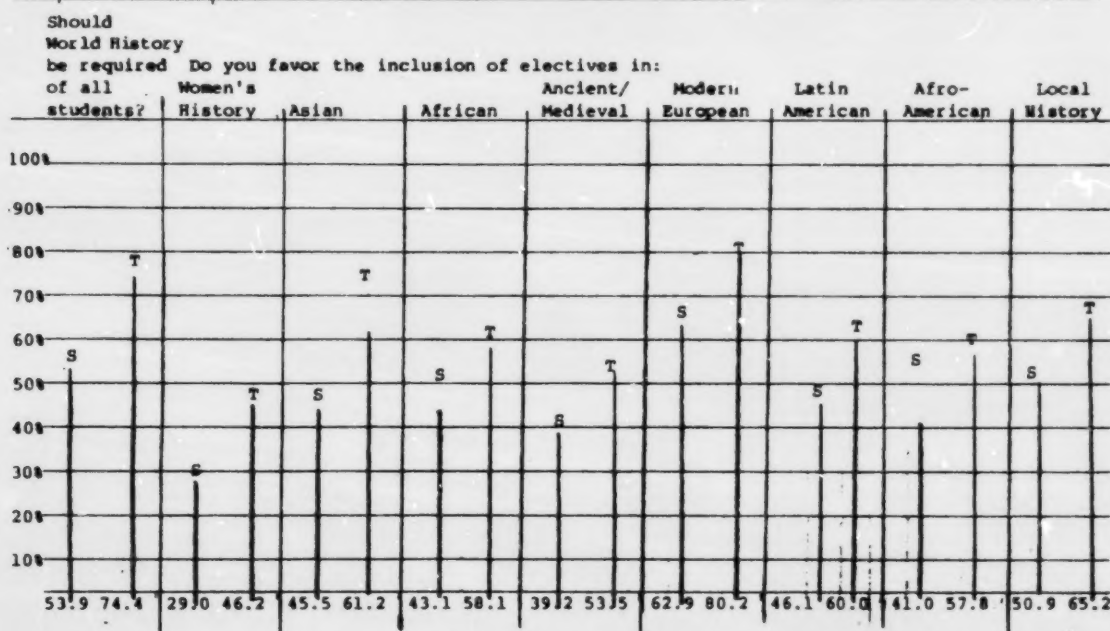
Since each teacher-education institution in Iowa has the authority to impose requirements in addition to the state minimums, we urge that each such institution adopt the new approval categories we have recommended. They should do so regardless of possible changes on the state level.

6. We recommend that all teachers of history in the high schools of Iowa be given five years to qualify under these new approval categories.

7. In order to strengthen and improve the teaching of American History and World History in the high schools, we recommend the establishment of annual institutes.
8. We recommend that efforts be made to fill an organizational vacuum through creation of a new state organization composed of high school and college teachers and committed to the promotion and strengthening of historical instruction at all educational levels.

Questionnaire results on Superintendents' and teachers' attitudes toward the curriculum.

TABLE I



S = Superintendents; T = Teachers

For Superintendents, N = 334 of 447; Teachers, N = 673 of approximately 1400 possible.

TABLE II

History Teachers: Information from the D.P.I. for 1977-78

District Size (# of school districts)	I(159)	II(92)	III(78)	IV(39)	V(27)	VI(29)	VII(27)
Number of History Teachers	235	179	173	122	107	167	463
Male Teachers	212 (90%)	166 (93%)	159 (92%)	106 (87%)	93 (87%)	150 (90%)	375 (81%)
Female Teachers	23 (10%)	13 (7%)	14 (8%)	16 (13%)	14 (13%)	17 (10%)	88 (19%)
Average Number of Teachers per District	1.5	1.9	2.2	3.1	4.0	5.8	17.1
Average Age of History Teachers							
Male Teachers	32	34	33	37	36	36	40
Female Teachers	38	43	42	45	44	44	39
Average Years of Teaching Experience							
Male Teachers	7.4	8.6	9.8	11.2	11.3	11.6	14
Undergraduate Majors							
History	100 (42%)	70 (39%)	74 (43%)	45 (37%)	47 (44%)	62 (37%)	205 (44%)
Physical Education	59 (26%)	53 (30%)	47 (27%)	31 (25%)	26 (37%)	30 (18%)	83 (18%)
"Social Science"	42 (18%)	46 (26%)	42 (24%)	25 (20%)	25 (23%)	39 (23%)	126 (27%)
History Teachers with Advanced Degrees	41 (17%)	36 (20%)	48 (28%)	38 (31%)	40 (37%)	62 (37%)	251 (54%)
Advanced Degrees in History	12 (5%)	9 (5%)	16 (9%)	13 (11%)	14 (13%)	28 (17%)	97 (21%)
Top 3 Institutions from which Teachers have Highest Degree	UNI (10%) Buena V. (8%) NWMS (7%)	UNI (11%) B.V. (7%) NEMS (5%)	UNI (15%) NEMS (8%) ISU (6%)	UNI (19%) SUI (11%) NWMS (6%)	UNI (16%) Drake (9%) B.V. (9%)	UNI (20%) SUI (7%) NEMS (6%)	SUI (17%) UNI (15%) ISU (10%)
Number of History Teachers who are coaches	107 (46%)	87 (49%)	79 (46%)	46 (38%)	45 (42%)	68 (41%)	125 (27%)
Number of Teachers who teach American history who do not have "American history" as an approved area	82 (46%)	51 (46%)	26 (31%)	37 (47%)	36 (54%)	87 (55%)	129 (47%)

*percentage of all those who teach at least one course in American history